

**IMPROVING READING COMPREHENSION OF NARRATIVE TEXT  
THROUGH THINK PAIR SHARE TECHNIQUE**

**(A Classroom Action Research on the Eleventh Grade Students' of SMAN 2  
Ketapang in the Academic Year 2011/2012)**

**AN ARTICLE**

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## IMPROVING READING COMPREHENSION OF NARRATIVE TEXT THROUGH THINK PAIR SHARE TECHNIQUE

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**Abstrak:** Penelitian ini bertujuan untuk menjawab masalah mengenai bagaimana tehknik Think Pair Share dapat meningkatkan pemahaman membaca dalam teks naratif di kelas XI SMA Negeri 2 Ketapang. Peneliti menggunakan penelitian tindakan kelas. Alat yang di gunakan dalam pengumpulan data adalah tes tertulis, field notes dan observation checklist. Berdasarkan field notes dan observation checklist, peneliti menemukan kemajuan kemampuan siswa setiap siklus. Siswa berfikir tentang ide mereka sendiri pada sesi “Think”; siswa bekerja dalam grup mereka dalam esi “Pair” dan siswa berbagi ide mereka kepada siswa lain. Hasilnya, telah ditemukan bahwa pemahaman membaca siswa meningkat dari siklus kesiklus. Dengan kata lain, teknik Think Pair Share dapat membantu siswa berfikir kreatif, bekerjasama dengan baik dan pada akhirnya dapat meningkatkan kemampuan siswa dalam membaca teks naratif.

**Kata kunci :** Teks Naratif, Think Pair Share

**Abstract:** This research is intended to answer the problem aboutHow can Think Pair Share technique improve students’ reading comprehension on narrative text to the eleventh grade students of SMA Negeri 2 Ketapang. The researcher has conducted a classroom action research. The tools of data collection used written test, field note and observation checklist. Based on the observation checklist and field notes, the researcher found that there was progress of the students’ skill in every cycle. The students thoughtcritically their own idea in “Think” section; the students worked in their groups in “Pair” section and the students shared their ideas to another in pairs. As a result, it is found that the students’ reading comprehension improved from cycle to cycle. In other word, Think Pair Share technique can help the students to creative thinking, to make a good relation and improve the ability of the students in reading narrative text.

**Keyword:** Narrative text, Think Pair Share

**R** eading is a learning process of transferring information from writer to the reader by using written form. The writer is the sender of the information, thoughts, ideas and the reader is the receiver of the message. By reading a lot, students may enlarge their vocabulary and will be more familiar with English

structure. When the students read, they also process and transfer information on their brain, so they will learn something from the reading. Therefore, comprehending what is being read is important.

To comprehend a text, students are supposed to identify the main idea, certain information, and detail information from a text. Unfortunately, when the students are given the reading tasks for that purpose, not all the students could do it well. Many of them still get difficulties to identify the main idea, certain information, and detail information from the text. They were not familiar with the vocabulary they found in the text. Therefore, they did not know the meaning of the words. The only way to understand the meaning of the text was usually by looking up the dictionary. In teaching reading comprehension, a teacher needs to consider the factors such as the students, the materials, the teaching media, technique and method of teaching. All of these can help the students to learn more enjoyably and interactively. In the mean time, many students assume that reading is not an interesting activity, because it is only wasting time, as a result they get nothing in this process. As a result, they are not interested in reading the text and failed to do their reading tasks.

Such problems happened to the students of the eleventh grade students of SMA N 2 Ketapang. They get difficulties while being assigned to do the narrative reading tasks. They had difficulties to get the main idea of the text and also the factual or details information in the orientation, complication and the resolution. At the end the students could not understand what the text was all about, especially in recognizing the characters, the setting of time and place, and identifying how and why the story happened. With regard to this, the researcher needed to improve students' reading comprehension especially in reading narrative texts. The purpose of the narrative story is to entertain the readers. Narrative text is a text about telling a story which tells the conflicts the characters and problem to be resolved.

In order to make the reading narrative story more enjoyably the students also need more interesting narrative reading materials to be read. Interesting narrative reading material will encourage students to read the text enthusiastically. Besides, interesting techniques should be best selected to help them understand the meaning of the text easily. To solve the problem, the researcher needs to provide an appropriate technique in order to enable the students to comprehend the reading text and make the learning of reading comprehension be more interesting to the students. Therefore, Think Pair Share was selected to be applied. Dill said that one instructional technique that keeps students engaged and active in a lesson is introducing the Think Pair Share model. You can use it with any subject matter and in a variety of situation. So, it will change atmosphere in the class, it can make students active and they will have confident with themselves. Think pair Share Technique is very simple technique but is very

useful. By using this technique, the students would be able to comprehend the reading text well and also to improve their interest and motivation in reading.

## **1. NARRATIVE READING**

Narrative text is the form of a text that tells or relates the story of acts or events, some usually tell about persons, places, animals and things. The main function of this text is to entertain the readers. The social function of the narrative text is to inform and entertain. Narrative text will tell the story with amusing way. It is intended to entertain, stimulate emotions, motivate, guide and even to teach the readers. As Derewianka (1990) states that the basic purpose of narrative text is to entertain, to gain and hold the reader's interest in a story.

Amer (1992) says that "narrative texts tell a story and are the type of text usually found in literature selections. Since a narrative text tells a story, active readers will get more out the story if they begin with a series of questions to guide their reading. Based on the current curriculum used, namely Kurikulum Tingkat Satuan Pendidikan (KTSP). Narrative story is taught to the nine years students of junior high school. Thus, the standard competence that they must acquire is the ability to elaborate the rhetorical steps of narrative story.

Snowden (2001) says that most importantly narrative is not just about telling, constructing or even eliciting stories. It is about allowing the patterns of culture, behavior and understanding that are revealed by stories to emerge. The purpose of narrative story is to amuse or entertain the readers because the most interesting part of narrative story is the climax which will turn into resolution to the problem. There are many types of narrative text. There are typically imaginary but can be factual. They include fairy stories, mysteries, science fiction, adventures, romances, horror stories, fables and moral tales, myths and legends, historical narratives (Derewianka, 1990).

## **2. THINK PAIR SHARE IN TEACHING NARRATIVE READING**

In teaching reading of narrative text, the teacher does not just focus on what narrative text is but also all the elements involved in narrative text. In comprehending the orientation part in narrative text, the students have to find the information about who or what, where, and when the story happen. In the complication, the students are expected to find the information about the problems encounter by the characters in the story. In the resolution, the students find the information about what the characters do to solve the problems. In this research, the researcher chose narrative text in order to attract the students' attention in reading. Besides, the basic purpose of narrative text is to amuse and entertain the reader with its story and the narrative itself is included to the curriculum of junior high school which is Kurikulum Tingkat Satuan Pendidikan (KTSP).

In this research, the researcher used Think Pair Share technique to teaching narrative reading. It is considered that Think Pair Share is one of the suitable

techniques to teaching reading comprehension. Think Pair share is one of the technique to help the students comprehend the text. Writer applied Think Pair Share technique which was introduced by Professor Frank Lyman (1987) in teaching reading comprehension to this technique enables the students to comprehend the reading material in teaching learning process especially on narrative text. This technique introduces the idea of small-group learning by getting the students together in groups of two (in pair). During this activity, students will have individual time to think about a question related to the topic of study. They will pair up with a partner to share their thoughts. Finally the pairs will share their idea with the entire class.

The researcher had been applied the Think Pair Share technique by Frank Lyman (1987). The procedures Think Pair Share reading activities were applied by the researcher as follows:

**Think:**

- Teacher prepares the narrative reading text and worksheet for student.
- Teacher divides the students into group of four. Give them number 1 to 4 or 5. 1 and 2 will be partner and 3 and 4 or 5 will be partner.
- Students sit with their pair
- Teacher gave a narrative text to each student.
- Students read narrative text
- Teacher asked some students to read text aloud.
- Teacher explains about the text.
- Students listen to the explanation
- Students think about the answers from the teacher's questions.
- The teacher gives 'think time' to answer the questions about the text individually; the students may write their answer in their book.

**Pair:**

- The teacher asked the students to share their answer with their desk mate, they compare their idea.
- The teacher move around the class, helping the groups when need.

**Share:**

- Students compare their idea or answer with other pair, they share their mental written notes and identify the answers they think are the best or most convincing.
- The teacher move around the class, helping the groups when need.

- Each group performs their result and hearing what their friends' opinion. Teacher will write down the answer of this section on the blackboard.
- The teacher asked the students individually answer the exercise which about the narrative text.
- Reported the conclusion of the result and give some suggestion that will contribute for next meeting.

## **METHOD**

In this research, the researcher used classroom action research where the writer paid more attention to the development the students' comprehending of narrative text during teaching learning process. The researcher chooses action research as the method of this research. Classroom action research usually focuses on seeking solutions to problems of classroom management, instructional strategies, use of materials, or student learning.

The tools of data collection were written test, field note and observation checklist. Field notes used to describe the activities in every meeting. The notes particularly covered the activities. Observation checklist was a form of table that consisted the action applied by the writer to watch the object carefully in order to notice the atmosphere of the class. Checklist table collected the data in students' action when they did the activity in every meeting or cycle. The writer then concluded whether they were well motivated or not.

The subject of this research was the eleventh grade students of SMA Negeri 2 Ketapang in academic year 2011/2012. There were 25 students in this class. This class had been the subject of research because the writer found some problems in comprehending narrative text. The students got difficulties in understanding the text, especially in identifying the detail information on orientation, complication, resolution and understanding of narrative text.

## **FINDING AND DISCUSSION**

### **a. Finding**

The research findings are discussed based on the result of research. The descriptions were as follow:

In general, Think Pair Share technique had improved students' reading comprehension in identifying the detail information on orientation, complication, resolution and understanding of narrative text to the eleventh grade students of SMA Negeri 2 Ketapang in academic year 2011/2012. It can be seen from the result of every cycle that the students improved in understanding narrative text. From the first cycle, the students' mean score was 55.2, the second cycle was 68 and the last cycle was 81.6.

In the first cycle, teacher divided the class into groups' discussion; each group consisted of 4 students. Students work in group and discuss. The teacher gives 'think time' to answer the questions about the text individually; the students may write their answer in their book, after that the teacher asks the students to share their answer with their desk mate, they compare their idea. After that, they compare their idea or answer with other pair, they share their mental written notes and identify the answers they think are the best or most convincing. The teacher move around the class, helping the groups when need.

In "Think" section, students thought the best answer based on the text, but in this section the student get confuse such as some of the students get difficulties in vocabulary from the text and exploring their ideas, because they were still unfamiliar with the text when it was given to them.

Teacher gave "Pair" section and the students discussed with their desk mate. They tried to compare their answer. The students still had difficulty in exploring their ideas with their desk mate. Students in group or pairs discussed but some students found the information from the text. There were some of them still kept silent and did not follow the activities well. Although, they felt uncomfortable to share their ideas. It means that the students were still passive. They were still difficult to interact with each other. Some of students did not understand how to give response. They were active chatting with their friends. However, they still needed to be guided by the teacher. It seemed that the students were not enthusiastic to follow the lesson.

In "Share" section, the students compared their ideas with another pair. Each group performed and showed their discussion result and heard what their friends' opinion. Each group read the answer and gave some feedback. Teacher with the students discussed the right answers from the discussant. After giving the task in pair, the teacher gave individual task in order to be able to find out the students' individual progress. The task was comprehending another narrative text by answering the questions related to the text.

After collecting the students' answer sheet, both teacher and collaborator work together to computed individual students' score to obtain the students' mean score. Based on the result of calculation, the researcher get the percentage of students who passed the SKM that is 24% (6 students passed). So, the researcher concluded that for a whole class was not reach the standard of SKM. While the students who not passed the SKM was about 19 students or about 76% of 25 students.

Based on the discussion between the researcher as a teacher and her collaborator, it could be concluded that the first cycle was not satisfying and it still needed much effort to accomplish the goal of the technique applied. It means that second cycle was waiting for being conducted. That was why the researcher and the collaborator had to think the better preparation for the second cycle.

In the second cycle, teacher wants to know the progress their ability in this section. In “Think” section, students tried to answer individually; in this section some students had progress such as found the elements of narrative text and mention the generic structure of narrative text but they still not confident with their answer.

In “Pair” section, the students compare their answer with their desk mate. They tried to give comments to the result of others desk mate, claimed that they have different answer, but the researcher also found that there are some students did not serious while work in group. Some students work in their group and try to have a good idea while discuss. Some students found the information of the narrative text given very well. The students could mention the generic structure of narrative text and also in determining the paragraph include in the generic structure.

In “Share” section, they compare their ideas. Some of them could response by giving comments and suggestions. They tried to give comments to the result of others group. On the other hand, the researcher also found that there are some students did not serious while work in group. Most of them are laugh while see the performance of their friend.

From the weaknesses in the first cycle that is some students make a noise and did not pay attention, in the second cycle the researcher try to manage the class by making more attention to them. The researcher moves near to the student who sits at the back, side, and in front of the class. Almost all of the students paid their attention on this activity. Although there were some of the students that were talking to each other but the teacher tried to bring them back.

Besides that, the students back to their own sit, teacher asked the students to give response about these learning. If the student did not get problem, teacher would gave students individually task as a last activity, that to know the progress the students. Teacher gave the task. Then, answer some of the questions based on the text given. The worksheet consists of 10 items in essays. Every student submitted their works to the teacher when the time is over.

The assessments of this cycle were proved that the achievement categorized into average to good with the qualification are 68. It indicated that the students’ comprehension had progress. It was qualified as “average to good”. In conclusion, the result of the acting stage in the second cycle on whole show that the results of students’ reading comprehension on narrative text were improved.

Based on the percentage of students who passed the SKM, there were 72% (7 students) did not pass the SKM. So, the researcher decided to do the third cycle. Students work in pairs and share their idea. In this cycle, the teaching learning process ran smoothen. The students were able to find information in narrative text such as orientation, complication and resolution. Although the teacher still had to help students when they had difficulties.

In this stage, the researcher concluded that the second cycle had been successful. Based on discussion about it could be concluded that the second cycle



satisfied even though a half of students got low result and it still needed a little effort to accomplish the goal of the technique applied. So, researcher decided to conduct to the next cycle.

In the third cycle, seems similar to second cycle. This cycle, the teacher had easier in teaching and learning process because the students understand about the material. The objective of the third cycle was the students could found the information on narrative text. In "Think" section, the students think to answer the questions about the text individually. In this section, students are able to getting the main idea from the narrative text given by the teacher and the students get easily to found out the information on narrative text such as orientation, complication and resolution.

They could compare their ideas with their desk mate in "Pair" section. The students found out information on narrative text such as orientation, complication and resolution. All of them could response by giving comments and suggestions. They tried to give comments to the result of others desk mate, claimed that they have different answer. She also helped students when they had difficulties.

After that, they compare their idea or answer with other group in "Share" section. Each group performed and showed their discussion result and heard what their friends' opinion. Teaching learning process ran well and they looked more happy and enthusiastic.

The teacher ended the class by concluding the material together with students. The teacher also asked the students' difficulty during today teaching learning process and gave moral values based on the lesson today. From the students' score in the third cycle, the teacher satisfied because the students' mean score of orientation, complication and resolution had improved. The result of the third cycle was good.

From the students' score in this cycle, it was discovered that the students' mean score had improved. Satisfactorily the students in this cycle were categorized into good to excellent. It indicated that the students' comprehension had progress. The students' score could reach the standard of succeed point because the standard of success point in that school is 65. In this stage, the researcher concludes that in the third cycle had been successful. The students' mean score was improved. Based on discussion about, it could be concluded that the third cycle was satisfying. The important thing that the problems happened in the second cycle had been able to minimize in the last cycle. Also the teaching learning process in the last cycle was better than the first and the second cycle. It meant that the cycle could be stopped.

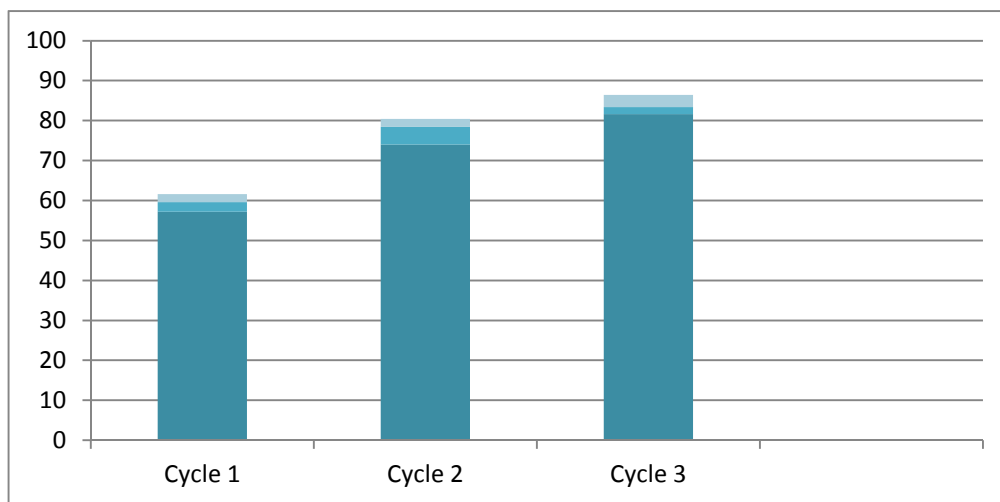
## **b. Discussion**

This classroom action research was conducted in three cycles. Each cycle consist of planning stage, acting stage, observing stage and reflecting stage. As mentioned in the previous part, the researcher has done three cycles. In the first

cycle, the mean score of students was 55.2 in the second cycle was 68 and the third cycle was 81.2. The researcher conducted this research in three cycles in order to get the maximum result and to see how the effect of Think Pair Share technique in improving students' reading comprehension. The use Think Pair Share technique could improve the students' reading comprehension on narrative text to the eleventh grade students' of SMA Negeri 2 Ketapang in academic year 2012/2013.

From the above description it showed that through Think Pair Share technique students were able to improve the students reading comprehension where the students could answer some of question clearly. In addition, this technique also could help students to use their critical thinking and also help students able to share the ideas with their friends in group before their work is submitted to the teacher.

To see students' mean score in each cycle, it could be described in the diagram bellow:



The diagram above showed that students' reading score increased from the first cycle until third cycle. It shows that the last cycle is increased. The three cycles about three weeks. The students get a little problem because the material is difficult. By applying the technique, the students' were able to share their ideas by Think Pair Share technique. Teacher asked to the student to divide the class into groups' discussion. Students work in group and discuss. The teacher gives 'think time' to answer the questions about the text individually; the students may write their answer in their book, after that the teacher asks the students to share their answer with their desk mate, they compare their idea. After that, they compare their idea or answer with other pair, they share their mental written notes and identify the answer. Each group performed their result and heard what their friends' opinion.

By working in group, student shows significant progress such as the students found the main ideas in each paragraph on narrative text, students found the information of the narrative text given very well. The information of narrative text given such as orientation, complication and resolution, and the students found the language feature from the text. Here, students busy with their by their own group to share idea, giving comments and suggestion. The students did the individual task with clearly too. The process of Think Pair Share technique was done well by the student.

Researcher chooses the materials which are closely related to the students' life and interesting. The appropriate topic for the students reading was necessary to make the students interested in reading and learning the material easily. Researcher cited in Derewianka (1990) states that the basic purpose of narrative text is to entertain, to gain and hold the reader's interest in a story. I can conclude that a good story has many things to be imagined and they are sometimes fictitious. The things inside interesting story make them wonder and eager to finish reading story. To avoid students from getting bored and to help the students easy to understand a text, researcher used narrative text. In reading narrative story the students also need more interesting narrative reading materials to be read. Interesting narrative reading material could improve the students' interest and motivation in reading the story.

## **CONCLUSION AND SUGGESTION**

### **a. Conclusion**

Based on research finding and discussions, it could be concluded that students' reading comprehension on narrative text by Think Pair Share technique were improved. The improvement of students could be seen from the first to the third cycle. The students could identify the detail information on orientation, complication, resolution and understanding of narrative text by applied Think Pair Share technique. The first cycle in the "Think" section, students could answer the questions about the text and write their answer in their book individually. In this section the student get confuse such as some of the students get difficulties in vocabulary from the text and exploring their ideas. In "Pair" section the students still had difficulty in exploring their ideas with their desk mate. In "share" section the students share their ideas but it was not satisfied, but they could work together in their group, so that most of them got low score. The result of the first meeting on the first cycle was not good. Based on that result, field notes and observation checklist, teacher and collaborator and guided question to understand the text in the second cycle. The second cycle in "Think" section, like to the first cycle, the students could think and answer individually, in this section some students had progress such as found the elements of narrative text. In "Pair" section, the students work in their group and tried to have a good idea while discuss and

sharing their idea with desk mate, from this section, some students work in their group and try to have a good idea while discuss. Some students found the information of the narrative text given very well. In “Share” section, all of the students share their idea. They could help each other like giving another opinion. The last cycle in “Think” section, the students could think about the answer and had a good answer. Students are able to getting the main idea from the narrative text and then they could sharing with their desk mate about the text by “Pair” section, the objective of the third cycle in “Pair” section was the students could found the factual or detail information on orientation, complication and resolution of narrative text on narrative text and understanding language features from narrative text. After that, all of the students could share their idea by “Share” section. In this cycle, teaching learning process ran well and they looked more interest and enthusiastic. The teacher ended the class by concluding the material together with students. It means that the cycle could be stopped.

Think Pair Share technique was a good technique in teaching reading comprehension. It can be seen during teaching learning process the students actively involved in the lesson and they seemed interested and motivated. They had good response during teaching learning process. In other word, Think Pair Share technique can help the students to creative thinking, to make a good relation and improve the ability of the students in reading narrative text.

## **b. Suggestions**

In this case, the researcher suggested something to improve the teaching learning activity especially in teaching reading comprehension on narrative text. The suggestions defined as follows: 1) the appropriate topic for the students reading was necessary to make the students interested in reading and learning the material easily. The teacher should choose the materials which are closely related to the students’ life and should be relevant with the students’ level. 2) teacher should give more control and guidance to the students while they are working in groups in Think Pair Share technique activity. It can help to make the instruction and the group’s discussion to be more effective for the students. 3) teacher should give more examples and show what to do with Think Pair Share technique. 4) teacher should give very clear instructions to avoid them from confusion when they do the exercise.

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